Administrator's Model Implementation Training

Thursday, June 4, 2009

10 am – 12 pm

Arizona Department of Education
Office of English Language Acquisition Services

- John A. Stollar, Jr., Associate Superintendent
- Micky Gutier, ELL Data Specialist
- Marlene Johnston, Director of Assessment and Evaluation
- Adela Santa Cruz, Director of Program Effectiveness
- Leann Gilbreath, Director of Monitoring

Presentation Agenda

- John A. Stollar, Jr. – Historical Background

- Micky Gutier – Arizona's Statistics-At-A-Glance

- Marlene Johnston – Arizona ELL Task Force Models

- Adela Santa Cruz – Structured English Immersion

- Leann Gilbreath - The Monitoring Process

- Historical Background -

WHAT WAS:

- Teachers were not fluent in English

- ELL students sat mutely because they did not know what was going on

- ELL students in high school were failing content classes because they were not fluent in English

- ELL students were being placed in bilingual classrooms improperly

WHAT WAS: (continued)

- At some schools the only supplemental ELD was provided by paraprofessionals

- Teachers did not know which of their students were classified as English Language Learners or their English proficiency level

- In several observed classrooms, ELL students were placed in the hallway or elsewhere and were being taught by paraprofessionals

- On average, only 12% of ELL students became proficient each year

WHAT WAS: (continued)

30-60 minutes
of ELD was the norm in Arizona

ELL Program Survey, February 2007
Presentations to the Task Force

WHAT CHANGED?

Castañeda v. Pickard (1981)

The segregation of ELL students is permissible only when ". . . the benefits which would accrue to limited English proficient students by remedying the language barriers which impede their ability to realize their academic potential in an English language educational institution may outweigh the adverse effects of such segregation"

Castañeda v. Pickard (1981)

- Formulated a **Three-Prong Federal Test** to determine district compliance with the Equal Education Opportunity Act (1974 Amendments)

- Compliance requires the satisfaction of three criteria:

  - Program based on sound educational **theory**

  - Implement the program with the instructional <u>practices</u>, resources and personnel

  - Must not persist in a program that fails to produce **<u>results</u>**

Flores v. Arizona (1992)

Arizona District Court

- A law suit was filed in Nogales, AZ alleging a violation of the Equal Education Opportunity Act (1974 Amendments)

- Final ruling is still pending

Flores v. AZ (August 2000)
Consent Order

- Identification of Limited English Proficient students
- Arizona's current assessment ❖ **AZELLA** ❖
- ELL Proficiency Standards
- Alignment of curriculum with ELL Proficiency Standards
- Compensatory Instruction
- ADE monitoring and compliance

Proposition 203 (November 2000)

- Repealed existing English language education statutes and enacted a new law that requires schools to teach English through Structured English Immersion (SEI)

- ". . . resolved that all children in Arizona public schools shall be taught English as rapidly and effectively as possible"

- Allowed for language ability based grouping of students

Proposition 203 (November 2000)

- "All children in Arizona public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms"

- All instructional materials and instruction in English

- "Not normally intended to exceed one year"

House Bill 2064
September 21, 2006

The ELL legislation consolidated and expanded state laws.

House Bill 2064

Elements

- ELL Task Force creates SEI Models: SEI Models adopted September 13, 2007 (A.R.S. §15-756.01)

- SEI Incremental Cost Budget Request (A.R.S. §15-756.03, §15-756.04)

- Requires AZELLA annual assessment (A.R.S. §15-756, §15-756.05, §15-756.06)

- Created the **O**ffice of **E**nglish **L**anguage **A**cquisition **S**ervices (OELAS) (A.R.S. §15-756.07)

House Bill 2064

Elements (continued)

Requires compliance and monitoring of all aspects of the Federal and State laws including the SEI Models (A.R.S. §15-756.08)

- SEI endorsement for AZ teachers (A.R.S. §15-756.09)
- Requires accountability reporting by ADE and LEAs (A.R.S. §15-756.10)
- Compensatory Instruction funding (A.R.S. §15-756.11)

Policy

Elements taken from the law

- Schools must teach English (A.R.S. §15-752)

- Materials and instruction in English (A.R.S. §15-752)

- ELL students may be grouped together by proficiency in a Structured English Immersion (SEI) classroom (A.R.S. §15-752)

Policy (continued)

- Goal is for ELL students to become fluent English proficient in a period "not normally intended to exceed one year" (A.R.S. §15-756.01 C)

- Cost efficient, research based models that meet all State and Federal laws (A.R.S. §15-756.01 D)

Implement All Model Components

- Instruction and materials in English
- AZELLA entry and exit
- Four (4) hours of ELD driven by ELP Standards and the Discrete Skills Inventory
- Instructional time allocations
- Language ability based grouping
- Class size
- Highly qualified and trained teachers

– Arizona's Statistics-At-A-Glance -

Number of Districts and Charters

- Number of Districts in the State: **238**
- Number of Schools within those Districts in the State: **1,667**
- Number of Charter Holders in the State: **363**
- Number of Charter Schools in the State: **477**
- Total Number of Educational Entities in the State (Districts, Schools, Charter Holders, Charters): **2,745**

Arizona ELL Numbers

- In FY 2008, there was an average number of **150,078** students classified as ELLs

- Basically, **13%** of Arizona's K-12 students are classified as English Language Learners

Average Number of ELL Students by Fiscal Year

Year	2003	2004	2005	2006	2007	2008
Average Number	150,529	161,253	154,071	134,621	140,293	150,078
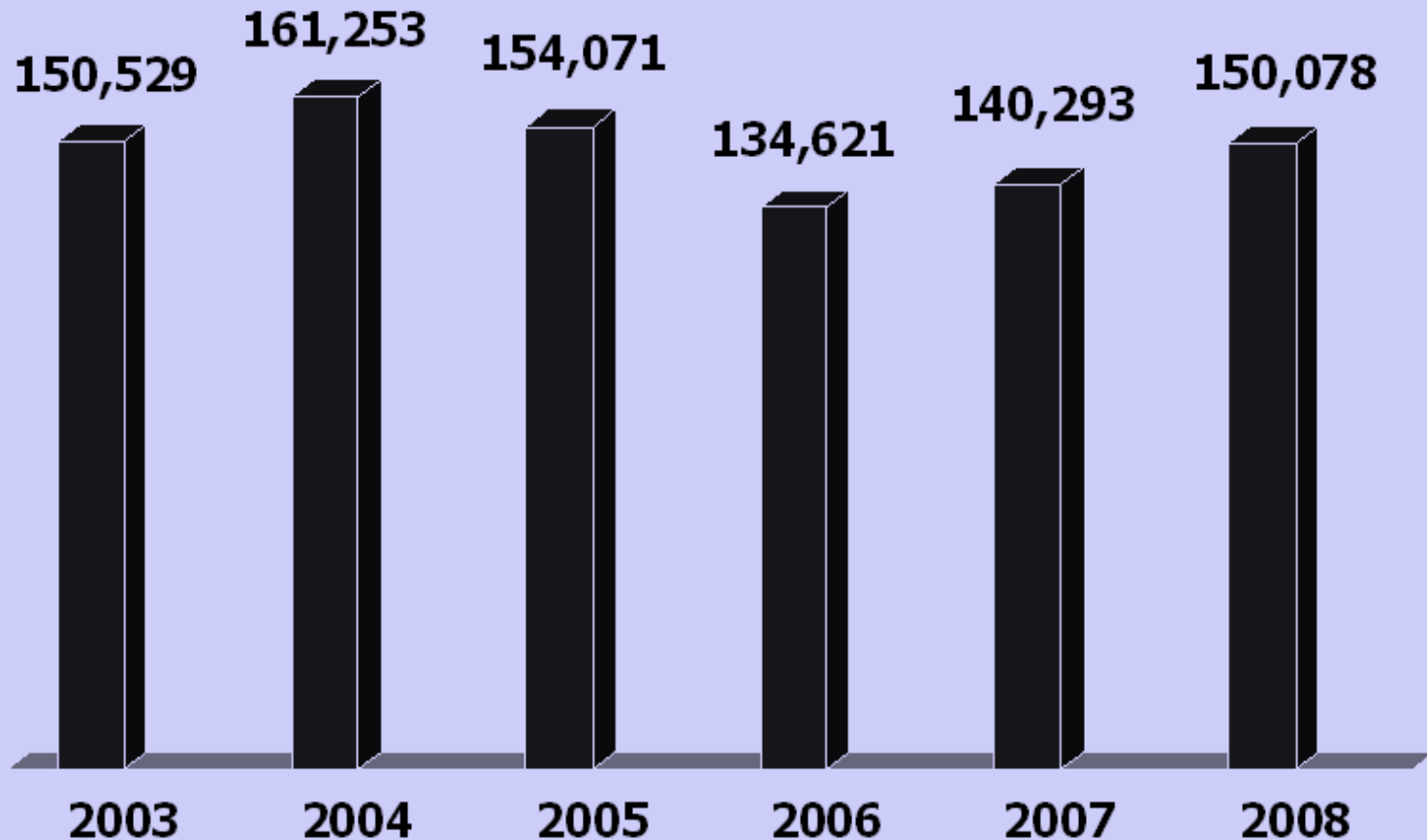
Districts with High ELL Populations

- Of those **150,078** ELL Students in School Year 2007-2008…**60%** or **90,657** were enrolled in **20** Districts statewide.

- **20** out of **238 Districts statewide** have **60%** of our ELL student population.

| Top 5 Districts in Arizona for ELLs in FY 2008

All have over 5,000 ELLs.

These 5 Districts alone have a total of 39,439 ELLs or 26% of Arizona's ELL population.	Average Membership	Average ELL	ELL / Membership Percentage
Mesa Unified District	72079	9764	14%
Cartwright Elementary District	20176	9341	46%
Tucson Unified District	58426	7705	13%
Alhambra Elementary District	15202	6773	45%
Washington Elementary School District	24261	5856	24%

The Top 50 Districts by Percentages For School Year 2007-2008

Out of **150,078** ELL Students:

- Top 10 Districts = 61,327 or **41%**
- Top 20 Districts = 90,657 or **60%**
- Top 30 Districts = 107,372 or **72%**
- Top 40 Districts = 119,173 or **79%**
- Top 50 Districts = 126,809 or **85%**
- And the rest of the LEAs = 23,269 or **15%**

Arizona Charter School Numbers

- In FY 2008, there was an average number of **96,455** students attending a Charter School in Arizona

- In FY 2008, there was an average number of **6,383** students classified as ELLs in these Charter Schools

FY 2008 Percent of ELLs By Grade Span

- K-2
- 3-5
- 6-8
- 9-12

- 46%
- 24%
- 16%
- 14%

ELL Assessment History

- **School Year 2003-2004:**

- The ADE used four (4) instruments to measure English language proficiency.

- There wasn't a common thread for data collection with four (4) different assessments throughout the state.

ELL Assessment History

- **School Year 2004-2005:**

- The ADE adopted a single assessment statewide to measure English language proficiency…the Harcourt Stanford English Language Proficiency (SELP) Test.

- This was the first year that SAIS collected English Language Assessment data from the Districts/Charters.

ELL Assessment History Chart

- **School Year 2004-2005: Harcourt SELP**
- **School Year 2005-2006: Harcourt SELP**
- **School Year 2006-2007: AZELLA Form AZ-1**
- **School Year 2007-2008: AZELLA Form AZ-1**
- **School Year 2008-2009: AZELLA Form AZ-1**
- **School Year 2009-2010: AZELLA Form AZ-2**
- **School Year 2010-2011: AZELLA Form AZ-2**
- **School Year 2011-2012: To Be Determined**

WHAT WAS:

Parents indicated a language other than English on any one (1) of the three (3) language questions on the School Enrollment Form OR the Home Language Survey: (From FY 2009 and prior)

1. **What is the primary language used in the home regardless of the language spoken by the student?**
2. **What is the language most often spoken by the student?**
3. **What is the language that the student first acquired?**

WHAT IS:

Starting in FY 2010 and forward:

Parents indicated a language other than English
on the one language question on the
"Primary Home Language Other Than English
(PHLOTE) Home Language Survey"

"What is the primary language of the student?"
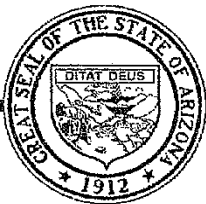
ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT
Student Report

Academic Performance Standards

TEACHER: NO NAME GIVEN
SCHOOL: DESERT EDGE HS - 070516203
DISTRICT: AGUA FRIA UHSD
GRADE: 12   AGE: 17 Yrs 09 Mos
TEST DATE: 05/09   SAIS ID NUMBER:
OTHER INFO: 042109
AZELLA LEVEL/FORM: HIGH SCHOOL/A

Learner Snapshot

Overall, Johnny scored a total of 89 points out of a maximum number of 110 points. This student's composite Performance Level is Intermediate. The narratives below describe this student's performance in the different content areas.

Total Composite Scaled Score: 705

Performance Level: PE | E | B | I ✓ | P

Scaled Score: 300 — 400 — 500 — 600 — 700 — 800 — 900

PE = Pre-Emergent, E = Emergent, B = Basic, I = Intermediate, P = Proficient

	Max. Score Pts. Poss.	Score Pts. Earned	Scaled Score	PE	E	B	I	P	Narrative
Listening	20	14	686				✓		This student's Listening Performance Level is Intermediate. This student is able to summarize main ideas and supporting details in an oral discourse on personal, social, or academic topics, with little repetition or rephrasing required. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student integrates several detailed pieces of oral information to complete a task on familiar processes or procedures.
Speaking	34	34	804					✓	This student's Speaking Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student can express certainty and doubt; make predictions; express sympathy, empathy, and gratitude; summarize events; report to and inform others about events; and draw inferences. This student is able to question, solicit, and restate information about newly-learned information.
Comprehension (Listening & Reading)	44	31	691				✓		This student's Comprehension Performance Level is Intermediate. This student can comprehend many content area words, including many grade-level math and science vocabulary. This student understands the meaning of many multiple meaning words that have a different meaning in mathematics. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
Oral (Listening & Speaking)	54	48	718					✓	This student's Oral Language Performance Level is Proficient. This student is able to speak, using on grade English grammatical structures and linguistic forms; however occasional errors occur. This student uses accurate, precise, descriptive, and extensive vocabulary. This student is able to participate in social conversations by asking and responding to questions, expressing feelings such as certainty and doubt; express sympathy, empathy and gratitude; summarize events; and, report on events. This student is able to respond to requests for facts and evaluate opinions, attitudes, and point of view of speakers in a broad range of persuasive and expressive personal, social, and academic topics.
Reading	24	17	695				✓		This student's Reading Performance Level is Intermediate. This student can determine the meaning of figurative language, including similes, metaphors, personification, and idioms some of the time. This student knows the meaning of many multiple meaning words that have a different meaning in mathematics. This student is able to summarize main ideas in text and can use information from text and text features to determine the sequence of activities needed to carry out a procedure. Sometimes, this student can read and comprehend some grade-level mathematics word problems. Sometimes, this student is able to interpret graphic sources of information such as maps, charts, graphs, timelines, tables and diagrams.
Total Writing (Writing & Writing Conventions)	32	24	699				✓		This student's Total Writing Performance Level is Intermediate. This student is able to produce independent writing that uses on-grade English conventions, and has some errors that occasionally impede communication. This student is able to create essays in various genres that include identifiable main ideas that contain general supporting details. This student is able to write using simple organization with some relationship among ideas present and lapses in sequencing and use of transitions. This student uses ordinary, generic word choices and repetitive sentence patterns. Occasionally, this student attempts to write more complex sentence structures.

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Overall Assessment Result (Language) (ADE SAIS determines this field for the LEA.)

3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	ELL After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
7	English Language Learner (ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program.
8	Continuing FEP Year 1	This student was previously Reclassified FEP the prior fiscal year and is being monitored.
9	Continuing FEP Year 2	This student was previously Reclassified FEP and is being monitored in the second year.

Language Program Participation
(the LEA determines this field in SAIS)

- Possible choices in SAIS when placing a qualifying ELL student into a language program:

  A   Structured or Sheltered English Immersion (SEI)

  B1 Bilingual/Dual Language with Waiver 1

  B2 Bilingual/Dual Language with Waiver 2

  B3 Bilingual/Dual Language with Waiver 3

  I   Individual Language Learner Plan (ILLP)

Language Program Exit Reason
(the LEA determines this field in SAIS)

1 - Reclassified as FEP by Reassessment

2 - Withdrawn from school

3 - Withdrawn by parent request

5 - Transferred to a different program

7 - Withdrawn due to SPED Criteria

8 - Transferred to Different Track

– Arizona ELL Task Force Models -

Arizona ELL Data

Pre-emergent students advance quickly

45% of Pre-Emergent ELL students move to Basic; 37% move to Intermediate for a total of 82% their first year.

Intermediate students advance slowly

62% of Intermediate students remain Intermediate after one (1) year; 54% of Intermediate students remain Intermediate after two (2) years.

Outcome of Model Development Process

Key Principles

- English is fundamental to content mastery

- Time on task increases academic progression

Key Structure

- Entry & exit based on AZELLA

- Class size standards

- Grouping by proficiency then grade

- Time allocations based on standards

Key Policies

- 4 hours of ELD

- Language ability based grouping

- Instruction & materials in English

- 1-year to proficiency

Classroom Practices

- SEI classes taught in English

- Materials aligned to standards & DSI

Principles

Structure

Policy

Classrooms

Model Principles

- English is fundamental to content area mastery.

- Language ability based grouping facilitates rapid language learning.

- Time on task increases academic learning.

- Discrete language skills approach facilitates English language learning.

SEI Model Components
Definitions

Consistent definitions for key terms facilitates statewide implementation

- Structured English Immersion (SEI) Classroom
- English Language Development (ELD)
- Proficiency Level

Structure
SEI Classroom Entry and Exit

AZELLA IN

AZELLA OUT

SEI Classroom

Mainstream Classroom

Structure
Class size standards

Target class sizes

Pre-Emergent/Emergent - 20
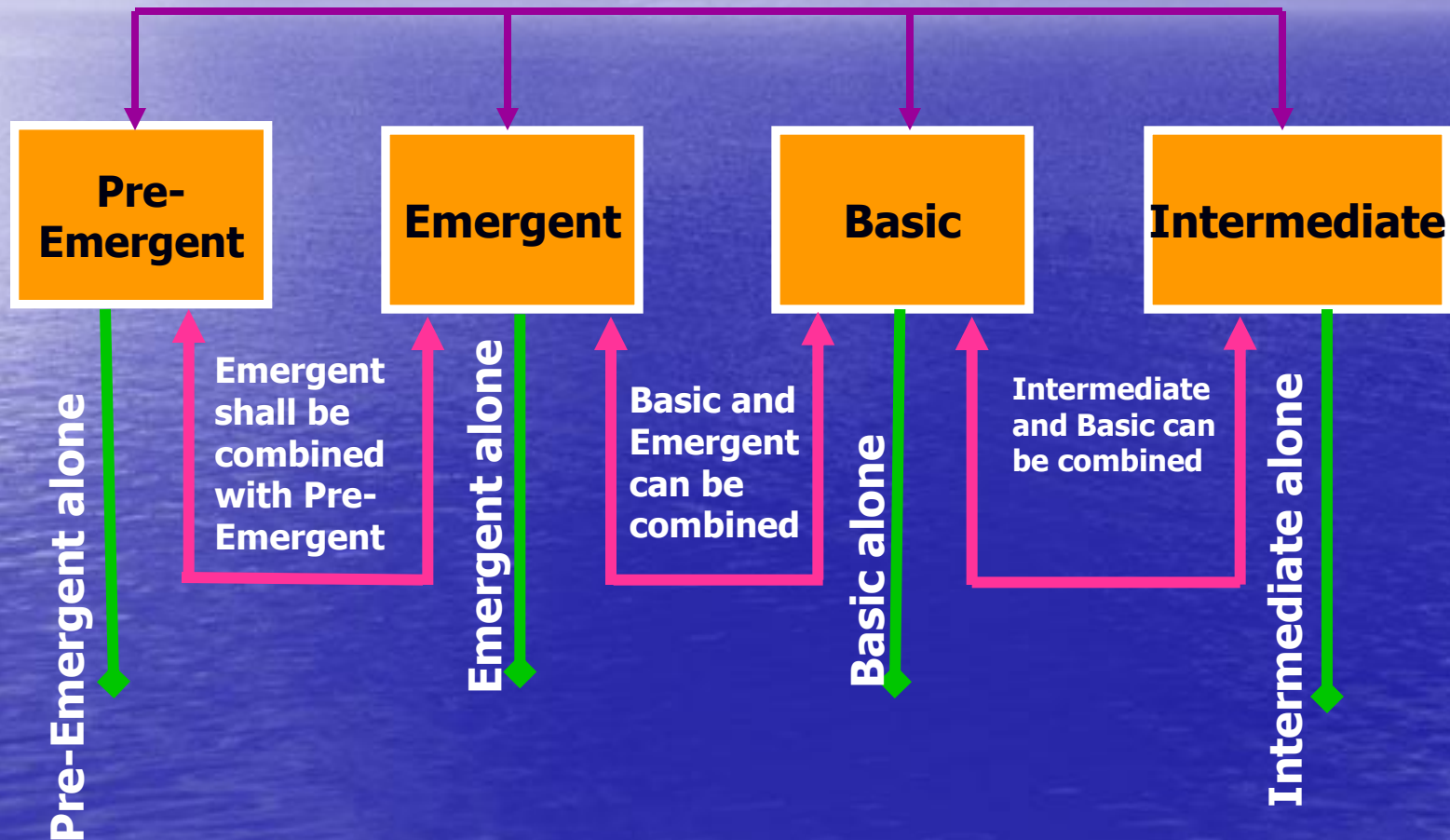
Basic/Intermediate - 25

Grouping Priorities

Elementary School Student Groupings
  A. Overall Proficiency Level within Grade
  B. Overall Proficiency Level Band within Grade
  C. Overall Proficiency Level Band within Grade Band

Middle/High School Groupings
  A. Proficiency Sub-level within Grade
  B. Proficiency Sub-level within Grade Band
  C. Overall Proficiency Level within Grade
  D. Overall Proficiency Level within Grade Band
  E. Overall Proficiency Level Band within Grade Band

Language Ability Based Grouping

Pre-Emergent

Emergent

Basic

Intermediate

Pre-Emergent alone

Emergent shall be combined with Pre-Emergent

Emergent alone

Basic and Emergent can be combined

Basic alone

Intermediate and Basic can be combined

Intermediate alone

Time Allocations for Elementary School Levels

10% flexibility

Students Testing at AZELLA Pre-Emergent and Emergent

Conversation 45 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Pre-Writing 15 min.	

Students Testing at AZELLA Basic

Conversation 30 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 30 min.	

Students Testing at AZELLA Intermediate

Conversation 15 min.	Grammar 60 min.	Reading 60 min.	Vocabulary 60 min.	Writing 45 min.	

Time Allocations for Middle School and High School Levels

Students Testing at AZELLA Pre-Emergent & Emergent

20 hours per week / 10% flexibility

Conversational English and Academic Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	

Students Testing at AZELLA Basic

Academic Oral English and Vocabulary 60 min.	English Reading 60 min.	English Writing 60 min.	English Grammar 60 min.	

Students Testing at AZELLA Intermediate

English Language Arts (SEI) 60 min.	English Language Arts (SEI) 60 min.	Academic English Reading 60 min.	Academic English Writing and Grammar 60 min.	

Teacher Qualification Requirements

- Properly certificated

- SEI, ESL or Bilingual Endorsement

- Highly Qualified

Classroom Practices

- English Language Proficiency Standards
- DSI* skill identified
- Materials in English
- Content from a variety of academic disciplines

* Discrete Skills Inventory – Outlines grammar skills

Non-negotiable SEI Model components

1. ELLs not mixed with non-ELLs during ELD

2. Provide four (4) hours of ELD per the SEI Models

3. Group by proficiency

4. HQ Teacher

5. ELP Standards

ELL Funding

- Funding for normal costs to educate all students

- "Incremental costs" are defined by law and determined by ELL Task Force and funded by:

  1. Group B – per pupil formula allocation

  2. SEI Fund – Makes up the difference needed to implement the SEI Models

ELL Funding (Continued)

A.R.S. 15-756.01 (L) 2

" Incremental Costs" means costs that are associated with a structured English Immersion program pursuant to section 15-752 or a program pursuant to section 15-753 and that are in addition to the normal costs of conducting programs for English proficient students. Incremental costs do not include costs that replace the same types of services provided to English Proficient students or compensatory instruction.

Compensatory Instruction

Law provides for compensatory instruction for language development outside of the regular school day.

Available to current ELLs and for two years after exit from the program.

Is Arizona's program compliant ?

Federal compliance
three-prong test established by Castaneda v. Pickard

- ✓ <u>Theory</u> = SEI Models
- ✓ <u>Resources</u> = Funding & Training
- ✓ Produce Results = The last step

– Structured English Immersion -

Definition of Language

Language is comprised of five discrete elements that are inter-dependent and that must be taught overtly. The elements of phonology, morphology, syntax, lexicon, and semantics are foundational for proficiency in reading, writing, listening and speaking.

WHAT IS ELD?

English Language Development

"is distinguished from other types of instruction, e.g., math, science, or social science, in that the content of ELD emphasizes the English language itself."
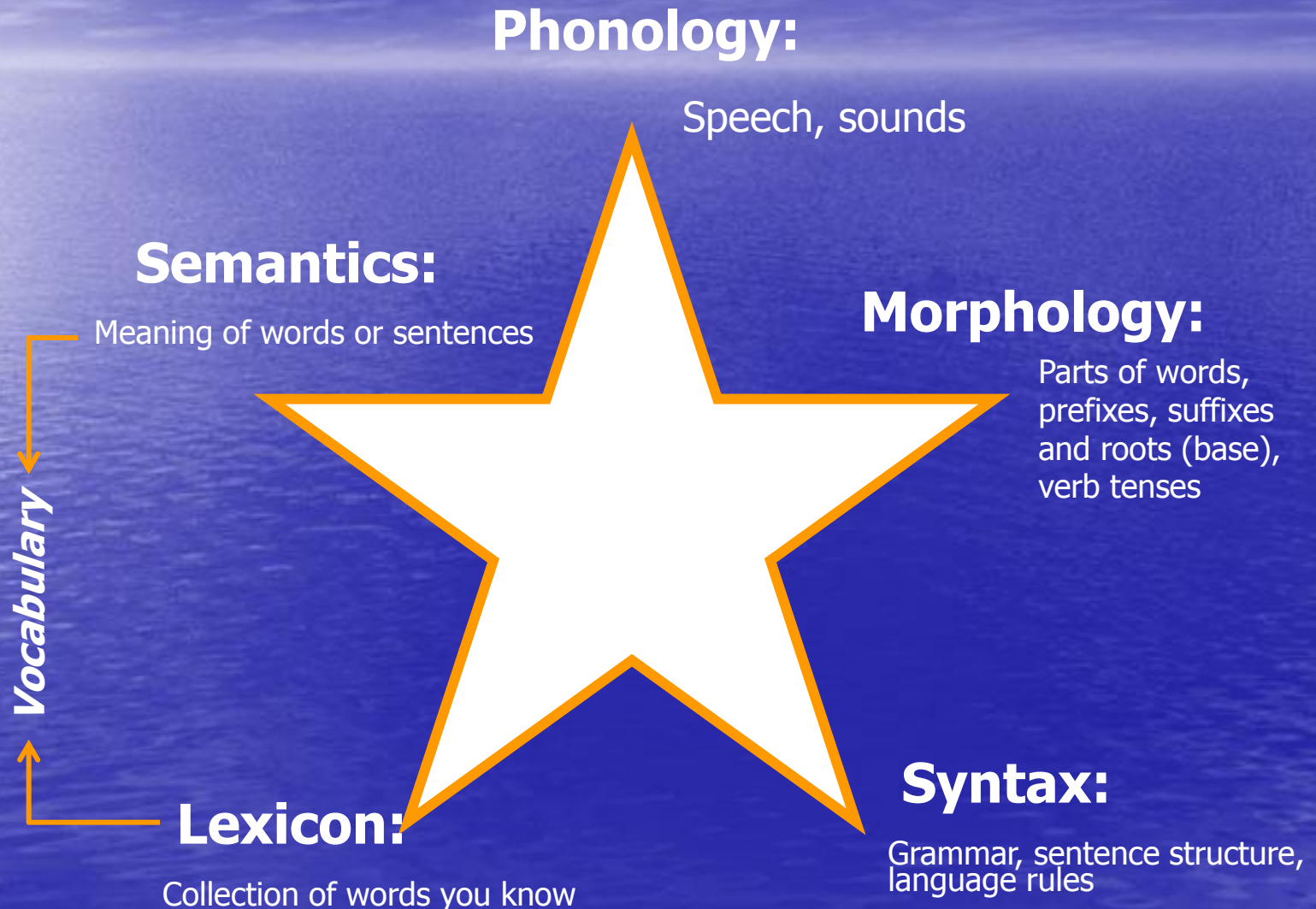
The content of an ELD classroom will contain:

- Reading
- Writing
- Listening
- Speaking
- Grammar
- Vocabulary

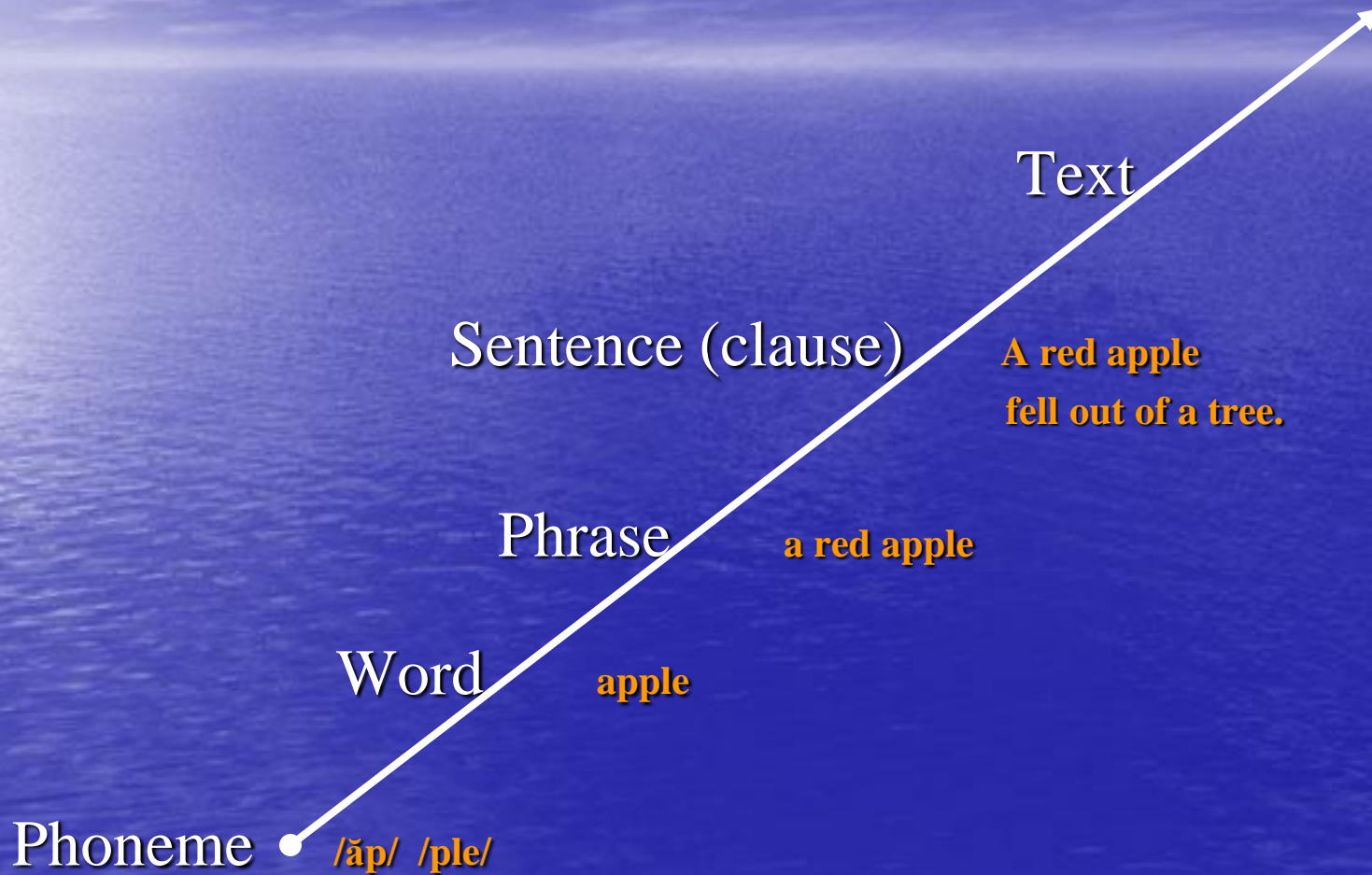(SEI Models of the Arizona English Language Learner Task Force, June 15, 2007)

ELD is ……

- NOT a math lesson

- NOT a science lesson

- NOT a social studies lesson

- NOT optional in an SEI classroom

ELD Components

Phonology:

Speech, sounds

Semantics:

Meaning of words or sentences

Vocabulary

Morphology:

Parts of words, prefixes, suffixes and roots (base), verb tenses

Lexicon:

Collection of words you know

Syntax:

Grammar, sentence structure, language rules

Syntactic Hierarchy
(from smaller to larger units)

Text

Sentence (clause)   **A red apple**
                         fell out of a tree.

Phrase   **a red apple**

Word   **apple**

Phoneme   **/ăp/ /ple/**

Grammar as the Foundation

Reading   Writing   Speaking/Listening

Grammar (DSI)

Arizona English Language Proficiency Standards

- **Listening & Speaking domain**

- **Reading domain**

- **Writing domain**

Five Levels of Performance

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

And within each performance level are performance indicators.

Performance Indicators

- Each performance indicator is a statement of the specific knowledge and skills expected to be mastered by the students who are receiving ELD instruction.

- Beginning level introduces new skills and knowledge that proceed across the performance continuum.

- Individual concepts advance in complexity at each new level of performance.

- Advanced-level skills, abilities, and knowledge correlate to at-grade level Language Arts Academic content objectives.

What is the Discrete Skills Inventory (DSI)?

- Sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students to achieve the *ELP Standards* for each respective grade span.

- Assists teachers in the design, development, and implementation of ELD instruction.

DSI is a Tool for Teachers

- Students *are* held accountable for mastery of the ELP standards.

- Students **will not be** held accountable for mastery of the DSI.

- The DSI is a tool to *support* teachers in their instruction of students in the ELP standards.

ELP Standards and the DSI

- DSI is to be used for the **conversational** and **academic oral language development** time blocks and for the **writing** and **grammar** time blocks.

- The ELP Standards for Reading are used during the reading time block.

- ELP Standards for Writing are used in the writing time block along with the DSI for grammar support.

Super SEI Strategies

- Always establish the language objective
- ALWAYS use the 50/50 Rule
  - Teacher speaks 50%
  - Student speaks 50%
- ALWAYS push students to their productive discomfort level
- ALWAYS have students respond in complete sentences
- ALWAYS remember the teacher does nothing students can do themselves

Principles for Accelerating English Language Learning

- **Error Correction**

- **English Only in the Classroom**

- **Complete Sentences**

- **50/50 Rule**

- The Monitoring Process -

Why We Monitor?

- **NCLB*   (Section 3001 – 3304)**
  (Title III – compliance)

- **A.R.S.* §15-751 – 756.12**
  (HB* 2064/Task Force/SEI Models - compliance)

- **R7-2-306 and R7-2-613.J**
  (State Board Rule /Administrative law – compliance)

*NCLB = No Child Left Behind

*A.R.S. = Arizona Revised Statutes

*HB = House Bill

Selection of LEAs to be Monitored

A.R.S. §15-756.08

➢ **12 LEA* s from Category 1:** **Top 50 LEAs** with the **largest number** of English Language Learners (ELLs) (1 time every 4 years)

➢ **10 LEAs from (Category 2):** LEAs **NOT** included in the top 50 LEAs

➢ **10 LEAs from (Category 3):** LEAs with **25 or fewer** ELL students; are **NOT** required to provide instruction for ELLs in the majority of their grade levels

➢ **ELL Counts** extracted from SAIS*

LEA = Local Education Agency (District or Charter)

SAIS = Student Accountability Information System

Types of Monitoring

➢ Annual Compliance Monitoring (12-10-10)

➢ Model Implementation
  - SEI Model "Givens"

➢ Corrective Action Follow-Up
  - From prior year's on-site visit
  - Implementation of Corrective Action Plan

➢ Paper Audit
  - Paper documentation review
  - On-site visit not necessary

Determining the On-Site Visit

➢ Geographic **location** of LEA

➢ **Size** of LEA:
  Number of schools
  Grade spans - Elementary; Middle; and High

➢ Student **population:**
  Total student population
  ELL student count   (% of ELL students)

➢ Determine **number** of on-site visitation **days**

On-Site Visitation

➤ **Review:** LEA's ELL Monitoring Notebook

➤ **Review:** LEA's SEI Training Notebook

➤ Review SEI Program for effectiveness

➤ **Classroom observations:**
   SEI (ELD*); Bilingual/Dual Language; and Mainstream (ILLP students)

➤ **Teacher interviews**

➤ **Review:** Student records (Cumulative and ELL)

ELD = English Language Development

Reporting

➢ Based on the **monitoring results:**
   45 days after the on-site visit – a report is issued to the LEA
   (Corrective Action or Non-Corrective Action)

➢ **60 days** after the report is issued - a Corrective Action plan is
   submitted by the LEA to correct deficiencies

➢ **30 days** after receiving the Corrective Action plan – OLEAS
   can approve or require changes to plan

➢ **30 days** following the Corrective Action plan approval – the
   LEA will begin implementation of the plan

➢ **1 year** following the plan's implementation – OELAS will
   conduct a follow-up evaluation

PRELIMINARY RESULTS:

ANECDOTAL

- "It really has worked this year; I see so much progress with the students. I did have some that stall at Intermediate, but this year, they have progressed rapidly."

- " This is so much better than what we were doing before. In the past, I am not sure that teachers even knew which of their students were ELL. We grumbled at first, but this works so much better."

- " I was totally against this program at the start. We implemented anyway, the progress of the students was amazing. The grammar is the key, so much so, that we think grammar should be taught to our non-ELL students."

Anecdotal (continued)

- "The four hours have been great. This makes them (the students) speak English, because in this town (Nogales) they do not have to speak English!"

- "I am worried because I want to pass AIMS. My first AZELLA was not good; now, it is better."

- "We are going to see a high reclassification rate for ELLs. This is something that has not been seen at our high school."

Administrator's Role

- Read the models: http://www.ade.az.gov/ELLTaskForce/
- Make sure SEI classroom teachers receive training in ELD instruction

    *Value added: some level of training for ILLP teachers

- Monitor the explicit teaching of grammar as part of the four (4) hour model
- Make the model work for your school
- Take advantage of Targeted Technical Assistance
- Be a leader: Make the program work

    -Take charge, "It is the right thing to do for the kids."

QUESTIONS

THANK YOU

Arizona Department of Education
Office of English Language Acquisition Services

OELAS Office: 602-542-0753

www.azed.gov/oelas